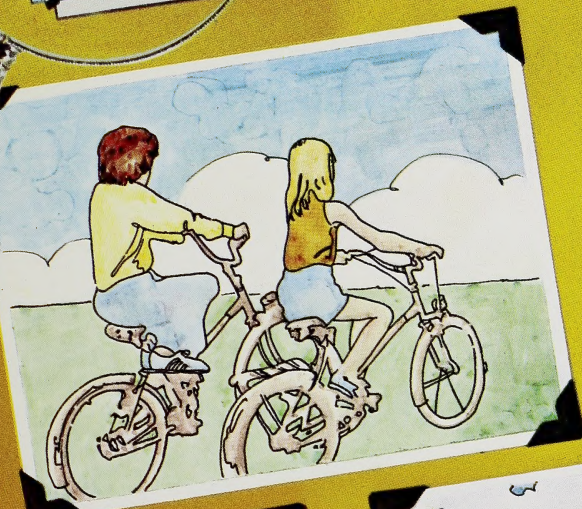


AL 2, 1985-27

Tracking The Good Times

A LEISURE EDUCATION
WORKBOOK
FOR YOUTH AGES 12 - 14



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A LEISURE EDUCATION WORKBOOK

FOR YOUTH AGES 12 - 14

CANADIANA
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APR 18 1985

Provincial Programs Division

AADAC

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PREFACE

TRACKING THE GOOD TIMES...

is designed to help youth (ages 12 to 14) examine their leisure interests and skills. It provides opportunities for youth to be actively involved in developing skills to plan and implement leisure activities that interest them.

The decisions youth make regarding leisure activities are less likely to be influenced by information than by the feelings and values that affect their decisions. It is with this in mind that more emphasis has been placed on the participants' interaction than on information giving. The teens are involved in a process to determine 'what works' for them in leisure activities.

This leisure education package is a resource for youth groups (e.g., Boys' & Girls' Clubs, 4-H, Teen Drop-In Centres, YM/YWCA's, etc.) wishing to explore issues related to leisure activities. The activities are presented in three sections:

- Attitudes and Influence;
- Needs;
- Planning.

Each section contains a selection of activities.

It is recommended that the Youth Leaders review each section and choose the activities which are appropriate to their group.



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TO THE YOUTH LEADER

The activities in this package assist youth in defining their leisure interests and skills. The activities are connected to three areas of the AADAC Prevention Campaign briefly described below.

I. DECISION MAKING

Decisions are made using a variety of methods. You choose a decision making strategy or method based on preference, situation, available information, and personal style and ability. A chosen decision making method is not necessarily maintained throughout. There is, instead, a continual process of evaluation and feedback which allows the decision maker to access, maintain, or change methods. The ability to recognize the conditions that affect the decision making process and to plan 'escape routes' to remedy an inappropriate or carelessly made decision is very important.

Most decision making methods are variations of the following:

- Identification of the need for a decision.
- Gathering of alternatives.
- Generation of alternatives.
- Determination of consequences.
- Choice of the most appropriate alternative.

Decision making regarding the use of alcohol has a direct relationship to the social situation in which the drug is offered. How adolescents feel about themselves, social skills, and perceptions of how others see them will interact to influence the choices they make.

II. RESPONSIBLE INDEPENDENCE

Responsible independence requires more than just being able to make a responsible decision. It requires action. Acting on decisions, after careful consideration of desirable and undesirable outcomes, demonstrates responsible independence.

Responsible independence is seen as having four parts:

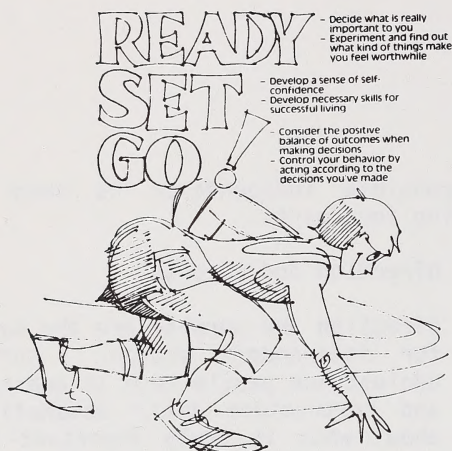
1. Direction and Purpose

Direction and purpose are the basis for independent action. During adolescence people tend to question and restructure their assumptions about what is truly important for them. However, knowing what central values tend to persist for you, and knowing how to pause to get in touch with your values at a given point in time, even if they are mixed up, helps you to act for yourself. With some sense of direction and purpose, individuals can deal with specific situations within a context that tells them what is important to them.

Direction and purpose has two main aspects:

- a) Being in touch with what you really want in major life areas (i.e. friends, family, personal development, school and career).
- b) Being in touch with what makes you feel significant and valuable in a lasting way.





2. Self-Confidence

As individuals develop their ability to function independently their self-confidence must also develop. Without self-confidence adolescents will have a restricted view of what they can do and how well they can do it. They may also be more prone to being swayed by external factors (i.e. peers, expectations), rather than acting in accord with their own internal decision making. Self-confidence stands as the cornerstone of independent thought and action.

3. Personal Competence

Personal competence very simply means being good at the things that are necessary for successful living. As adolescents are involved in becoming more independent, they are also learning new skills and improving on abilities that allow for successful independent action. You may wish to act in a mature, independent way with members of the opposite sex, but if you do not have the necessary social skill, you may end up as a lonely failure.

Personal competence involves acquiring ability in areas like: self-awareness, gathering information, communicating, socializing, problem solving, planning, having fun, etc.

4. Control in Specific Situations

Specific situations requiring choices and consideration of desirable and undesirable outcomes, are the opportunities for application of the adolescent's evolving independence.

For example, the question of whether or not to drink, or how much to drink in a specific situation, may open up the possibility of very different outcomes for the individual. They may let someone else decide and control them (low independence). They may decide to act in a certain way, but they may not consider the effect on themselves or others (independence but low responsibility). Or, they may consider the situation carefully, and act to deliberately balance desired outcomes and avoidance of problems for self and others (high independence, high responsibility).

III. INFORMATION

Awareness about the personal (self-esteem, values, competencies) and social (peer pressures, social norms) aspects of drug use are of great value in a drug abuse prevention program. Also needed is information about the properties of the drug(s). Without appropriate information even the most responsible, most competent individual is left to the mercy of chance. Information that is accurate, relevant, and places emphasis on short-term rather than on long-term effects, is most suited to adolescent concerns.

A RESOURCE FOR LEADERS

Leisure activities at any age are important not only to have some enjoyment in spare time but also to assist in handling daily stresses. Often alcohol is used as part of leisure activities. This is true not only for adults, but adolescents as well. This section about adolescents' use of alcohol is intended to be background information for Leaders. It gives a perspective about the role alcohol plays in teens' lives and their attitudes about its use. This information is not intended to be presented to the youth for whom this leisure education package is designed. Rather, the exercises contained in Tracking the Good Times assist teens to assess their leisure needs and develop their resources in order to prevent alcohol abuse.

TRENDS AND PATTERNS IN ADOLESCENT DRINKING:

Since the mid-seventies, the public has shown a marked interest in teenage drinking, and this interest has been reflected in the media and in controversy over such issues as the legal drinking age. In the next few paragraphs, we will examine what has been learned through studies that attempt to describe what is happening with young people and alcohol in North America, Canada, and Alberta.

It should first of all be remembered that there are problems in determining trends in adolescent drinking because there are only a few studies that give comparative data over a number of years. With this caution in mind, it does appear that more junior and senior high school students are drinking now than was the case in the mid-1960's. This conclusion comes mainly from studies in Ontario and the United States where results show that currently 80% to 90% of students are drinkers by the time they finish high school. An obvious problem however, is determining who is a drinker (one drink in two years? Once a month?). We get a better picture of actual drinking

behavior from the Alberta studies discussed below.

One other significant trend from Ontario and American studies related to the frequency of drunkenness. These studies suggest that the experience of getting drunk may also be much more frequent amount teenagers today than it was in the 1960's.

ALBERTA

A great deal of information about adolescent drinking in Alberta is available from two sources. The first is a series of three surveys conducted in 1971, 1974, and 1976 using large samples of grade six to twelve students in rural communities around the province. The second is an Edmonton grade seven to twelve survey conducted in 1979. The following is a summary of some of the main findings of these studies.

- * There was great similarity between the patterns of alcohol use in rural Alberta and in Edmonton.
- * In the rural study, the rate of alcohol use varied widely between some schools.
- * Over the five years spanned by the three rural studies, the percentage of students who consumed alcohol in the 30 days prior to the study varied little. Over all grades, alcohol had been consumed by: 71% in 1971, 73% in 1974, and 70% in 1976.
- * The rate of alcohol use increases with age. In the 1976 rural sample, 40.4% of those aged 12 had used alcohol in the 30 days before the study, and the rate increased gradually to include 80.8% of those aged 17. In 1974, it was 51.3% for age 12, and 88.4% for age 17. A similar trend was shown in the Edmonton survey.

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° The rate of use varied only slightly between males and females with slightly fewer females being drinkers. Also, males tended to drink more than females.

° In the Edmonton study, students were asked whether they had been drinking with or without their parents in the six months prior to the survey. 20% reported no drinking, 17% drank only with parents, 13% drank only without parents, and 50% drank both with and without parents.

° There appear to be five typical patterns of alcohol use among adolescents in rural Alberta:

1. Abstinence - no alcohol consumed by about 30% of the students.
2. Light Drinkers - alcohol was consumed infrequently and in small amounts. About 34% of the students fell into this group.
3. Binge Drinkers - alcohol was consumed infrequently but in relatively large amounts. About 5% were in this group.
4. Steady Drinkers - alcohol was consumed frequently but in small amounts. About 16% were in this group.
5. Heavy Drinkers - alcohol was consumed frequently and in relatively large amounts (5 or more drinks per drinking occasion). About 15% were in this group.

This breakdown indicates that almost two-thirds of rural Alberta teenagers either do not drink at all or drink small amounts of alcohol infrequently.

A comment on drugs other than alcohol may provide perspective. Marijuana ranks a distant second to alcohol in adolescent usage, but its use is by far

the most prevalent of the illicit drugs. The rate of use of marijuana has climbed steadily over the last ten years with the 1976 rural Alberta study reporting 23.4% of grade 7 to 12 students having used it in the 6 months prior to the study. The Edmonton survey reported a grade 7 to 12 use rate of 28% for females and 31% for males using the same 6 months criteria. The use of other illicit drugs tends to be subject to fads, and while a variety of other illicit drugs are available, the rates of use remain much lower than for marijuana.

THE LARGER PICTURE

If more young people are drinking now than two decades earlier it should not surprise us. Between 1966 and 1978 the per capita consumption of alcoholic beverages of Albertans 18 years of age and older increased by 58%. Trends in adolescent drinking are part of a larger picture of increasing consumption in the population as a whole. A recent Health and Welfare Canada report estimates that national consumption has increased by one-third since 1970, and that one in ten Canadian adult drinkers has an alcohol related disability characterized by impairment in physical, mental, or social functioning. One in twenty adult drinkers is alcohol addicted.

IMPORTANT ADOLESCENT ATTITUDES

How do young people think about drinking and related issues such as reasons for drinking and the role of parents? In preparation for AADAC's adolescent campaign these attitudes were explored through research with large numbers of students from around the province. The main findings were as follows:

- Although the reasons for drinking vary, most adolescents seek challenge (getting away with drinking under age), escape from either the pressures or boredom of day to day life, or social contact and approval.
- Adolescents aged 17 or over tended to be more specific about why people drink, giving 'to have a good time' and 'to be part of a group' as the main reasons. Twelve to 16 year olds tended to have a much wider range of reasons including 'everybody else does', 'to be cool', 'to be popular', and 'to do crazy things'.
- Adolescents are caught in a constant battle between 'acting their age' and 'trying to be adults'. They receive conflicting messages as they grow up concerning what is acceptable behavior. Adolescents often perceive a double standard in their parents' reaction to drinking. Drinking is condoned in some settings (e.g. weddings), but restricted in other settings (e.g. parties without supervision).
- Adolescents who drink appear to develop their norms for alcohol use by progressing through three stages. In Stage I, there is curiosity and experimentation. Often this involves special family occasions such as Christmas, and learning what is acceptable in those situations. It also involves learning your limit in situations without parents and experience with getting drunk.

Drinking tends to be infrequent but with substantial amounts consumed when drinking does occur. In this first stage drinking is a challenge. In Stage II drinking is in itself less of a challenge, but now a challenge comes from where you drink. By this stage more young people drink, and opportunities for drinking are more varied and more public. Personal drinking limits are better known, but may be deliberately exceeded to facilitate having a good time. Stage III adolescents are near or at the legal drinking age. The challenge is much less important, and their concepts of how to drink are more firmly established. Drinking is very important in setting up social contacts.

- Adolescents stressed that being told about drinking was much less important than learning from experience.
- Drinking norms established for girls are more restrictive than for boys.
- Helping behavior among adolescents is limited to friends who have exceeded their limit or occasionally to people who drink and drive; otherwise they consider it to be none of their business.
- Many adolescents have no specific person as a role model. Specific qualities possessed by people are, however, admired. These include independence, control, social skills, success/stature, and physical prowess.
- Parents and family serve as both positive and negative role models for adolescents drinking. Also, adolescents are keenly aware of discrepancies between what parents say about alcohol and what they do with alcohol.
- Adolescents feel the best way to moderate alcohol use is to reveal the effects, treat adolescents honestly, set a reponsible mood, and take away the challenge.

ALCOHOL PROBLEMS

The alcohol related problems that adolescents face can be grouped into four categories. These categories identify the types of behaviors that parents, school personnel, and adolescents themselves need to attend to. These general categories also describe the types of problems that tend to be associated with adolescents' use of intoxicants other than alcohol.

IMMEDIATE CONSEQUENCES OF INTOXICATION

In any age group, drinkers encounter problems that are the direct result of being intoxicated in certain situations. For adolescents, the most frequent negative consequences of drinking are probably physical and emotional reactions to alcohol including dizziness, nausea, feeling lethargic, or feeling anxious. Other relatively frequent problems relate to unmet school responsibilities including missed homework and poor test performance. Further down the list are conflicts with school authorities, accidents, conflicts with friends, and problems with the law. As one would expect, adolescents who display the heavy drinking pattern described earlier, tend to have more of these types of problems than other drinkers. Light drinkers tend to experience these problems the least often.

MISSED OPPORTUNITIES FOR DEVELOPMENT

While these types of problems are difficult to study objectively, it can be argued that young people who spend too much time intoxicated miss out on important learning opportunities that are vital parts of adolescents. For example, a teenage boy who is repeatedly intoxicated in situations

where he interacts with girls may be missing important opportunities to learn how to relate to members of the opposite sex. Similarly, a reliance on intoxication as the primary form of recreation may mean a restricted repertoire of leisure activities later in life.

BEGINNING PATTERNS OF DEPENDENCE

An individual's heavy drinking during adolescence does not predict the occurrence of alcohol dependence or alcoholism later in life. However, a retrospective view of the drinking history of some adults with alcohol problems does suggest that they began to establish their hazardous pattern of use while they were adolescents. From this point of view, it is important for adolescents to avoid a habitual reliance on alcohol as a method for recreation or the 'treatment' of negative feelings. This type of drinking may put them at risk going into young adulthood when drinking in our society tends to be the heaviest.

ALCOHOL DEPENDENCE

A small number of adolescents do develop serious patterns of harmful alcohol use that can be described as alcohol dependence, or alcoholism. Their drinking is characterized by relatively heavy consumption and a series of major life problems related to their drinking.



GOAL AND OBJECTIVES

GOAL:

To help adolescents make responsible decisions regarding leisure activities.

OBJECTIVES:

The participants will be able to:

1. Describe their leisure attitudes and values.
2. Describe their leisure skills.
3. Describe the influences on their leisure activities.
4. Identify their needs in leisure activities.
5. Priorize their leisure needs.
6. Describe the benefits of a balance of leisure activities.
7. Describe the benefits of planning activities.
8. Plan a leisure activity.
9. Identify strategies to handle barriers to leisure activities.
10. Identify leisure resources in their community.

Glossary Of Terms:

1. Leisure - can be described as free time or the time of day remaining after work. It is personal experience that is pleasurable and satisfying. It can happen anywhere, anytime, alone or with other people.
2. Recreation - is an activity done in leisure time. The activity can be active or passive, alone or with other people.
3. Leisure Education - is a process in which people:
 - a) discover what leisure means to them;
 - b) identify their leisure interests and skills;
 - c) learn how to plan and make responsible decisions about their leisure;
 - d) learn how to access leisure resources;
 - e) learn how to obtain satisfaction from their leisure skills.
4. Leisure Counselling - is the part of leisure education which helps people to determine the recreational activities which will meet their leisure needs and interests.

1

ATTITUDES & INFLUENCES

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Objectives:

The participants will be able to:

1. Describe their leisure attitudes and values.
2. Describe the influences on their leisure activities.

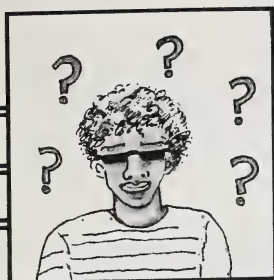
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LEADER'S NOTES - ACTIVITY NUMBER ONE

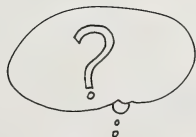
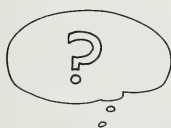
Teens have a number of influences on them regarding their leisure time. They have pressure put on them by family and friends to act in particular ways socially. The media and their peers present certain images to be 'cool' or accepted. To examine these issues:

1. Have each participant write responses to each of the lead statements outlined in Activity Number One.
2. Discuss the influences and pressures group members have on their leisure time. Some possible questions are:
 - a) Does advertising influence what people do in their spare time? What is 'cool' and what is not 'cool'?
 - b) What sorts of things do families expect teens to do in their spare time?
 - c) As a girl (or boy) are there certain recreation activities you would like to do but are embarrassed to try because most girls (boys) don't do it? (e.g., boys in ballet, girls in hockey).
 - d) Do you have to do certain leisure activities to be part of the group?
 - e) Who influences you the most in your spare time activities?
 - f) How do you decide what things to do in your spare time?



ACTIVITY NUMBER ONE

" I SHOULD "



I think I should _____

My parents expect me to _____

My friends want me to _____

My teachers feel I should _____

T.V. advertising suggests I need to _____

My brothers and sisters think that I should _____

As a girl/boy I am expected to _____

I would like to _____

LEADER'S NOTES - ACTIVITY NUMBER TWO

"Old Sayings" provides an easy way for a group to talk about how certain phrases influence people's attitudes about their leisure time. Often people live by these mottos. Get the participants' reactions to the sayings by asking such questions as the following:

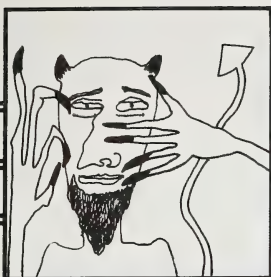
1. Families That Play Together, Stay Together
 - What does the saying mean?
 - What are some things that you could enjoy doing with your family?
 - Is it important to stay close to your family?
 - What does "stay together" mean?
2. Idle Hands Are The Devil's Workshop
 - What does the saying mean?
 - What kind of trouble do you think is referred to here?
3. All Work & No Play Makes Jane A Dull Girl
 - What does the saying mean?
 - Fill in the other two "sayings".
 - What is ideal?
 - What kind of a "girl" or "boy" do you want to be?
 - Do you know anyone who just plays? What are they like?
4. There Are No Prizes For Second Place
 - What does this saying mean?
 - Is it always important to win?
 - What are other important things in leisure?

Some additional "old sayings":

- It's not whether you win or lose, it's how you play the game.
- When the going gets tough, the tough get going.
- The more you put into it, the harder it is to give up.

5. To summarize the discussion, ask for new sayings which would sum up the participants' ideas about leisure.
6. In preparation for the next session ask the participants to interview people about their leisure interests using the questions outlined in Activity Number Three. Have each participant interview a person with a different circumstance:
 - eg. - a retired person;
 - a person who has a heavy workload;
 - an unemployed person;
 - a young person;
 - a disabled person;
 - a person on vacation, etc.

Ask each participant to report their findings at the next session.



ACTIVITY NUMBER TWO

" OLD SAYINGS "

In groups, discuss the following sayings. What do they each mean? How has their meaning influenced people's attitude toward leisure? Are they similar to your views?

Families that play together, stay together.

Idle hands are the devil's workshop.

All work and no play makes Jane a dull girl.

There are no prizes for second place.

Make up a new saying which sums up your ideas about leisure.

LEADER'S NOTES - ACTIVITY NUMBER THREE

Different circumstances in a person's life - age, availability of money, time, etc., have an influence on a person's choice of leisure activities. This activity assists the participants to recognize what types of enjoyment people get out of different leisure activities. It broadens their perspective about the options that are available to them.

1. In preparation for this session ask the participants to interview people about their leisure interests using the questions outlined in Activity Number Three. Have each participant interview a person with a different circumstance:

eg. - a retired person;
- a person who has a heavy workload;
- an unemployed person;
- a young person;
- a disabled person;
- a person on vacation, etc.

2. Ask each participant to report their findings at the session. Some possible questions:

- How were all the people interviewed different?
- How were they similar?
- What did they enjoy about their leisure activities?
- What was important to them about their activities?



ACTIVITY NUMBER THREE

" HOW DO PEOPLE HAVE FUN? "

Our attitudes towards leisure and what we enjoy vary depending upon our circumstances.

Interview several people and find out:

What do they enjoy doing in their leisure time?
Why?

How have their interests changed and why?

Do leisure activities have to be fun to be satisfying?

Include someone...

- who is retired
- who has a very heavy workload
- who is unemployed
- who is very young
- who is disabled
- who is on vacation
- other ideas?



LEADER'S NOTES - ACTIVITY NUMBER FOUR

Teens may have a number of leisure choices available to them. To help them decide what they value the most in their leisure activities and develop some priorities, a 'values' auction can be developed as follows:

1. Create a number of 'auctionable' items by printing interesting experiences or possessions on large cards. Items should relate to the age and interests of the group. For example, a hockey lesson from a famous player, a cabin by a remote mountain lake, three months of uncommitted time, a motorcycle, to dance in a ballet, etc.
2. Using 'play' money distribute equal amounts to each participant. Assign an auctioneer (should be someone with a flair for performing!).
3. Auction the items to the highest bidders. You may choose to allow group bids rather than just purchases by individuals. This option encourages team work and organizational skills.
4. When all the items are sold, discuss why individuals wanted the items and how their values affected their choices.

**GOOD
TIME
AUCTION**

ACTIVITY NUMBER FOUR

" GOOD TIME AUCTION "

Often we have choices about the things we want to buy or the things we want to do.

For example, you may have a choice between a ski trip or a new ten-speed bike.

What you value most helps you make choices about your leisure.

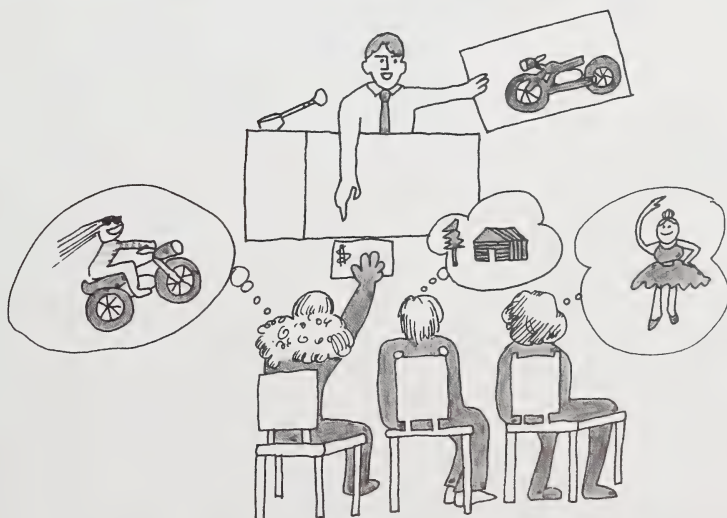
The 'values' auction is a fun way of gaining insight into what your leisure priorities are.

Have someone print interesting experiences or possessions on a set of large cards. Also make some 'play' money. Appoint an 'auctioneer' to hold up the cards for the bidders.

Use the 'play' money to bid on the leisure things you value most. The items go to the highest bidders.

You can pool your money with someone else in the group to bid for something if you want.

When all the items are sold, discuss why each person wanted the items and what influenced their choice.



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WHAT DO I NEED?

WHAT DO I ENJOY?

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Objectives:

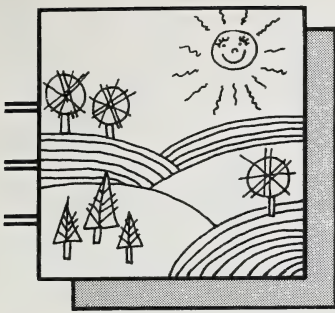
The participants will be able to:

1. Identify their needs in leisure activities.
2. Priorize their leisure needs.
3. Describe the benefits of a balance of leisure activities.

LEADER'S NOTES - ACTIVITY NUMBER ONE

Often teens do not have a clear idea about what their leisure interests and needs are. By considering a perfect day each participant can begin to recognize their interests. They can also compare their perfect day with other group members, find common interests, and expand their ideas by hearing about other's interests.

1. Instruct the participants to think about their perfect day and then find a partner and discuss it using the outline provided in Activity Number One.
2. Ask the pairs to report the following back to the large group:
 - How were the experiences similar?
 - How were the experiences different?
 - Did people choose to do things alone or with others?
 - Was the activity outdoors, indoors, active, or quiet?
 - Did they hear about any activities they would like to try?



ACTIVITY NUMBER ONE

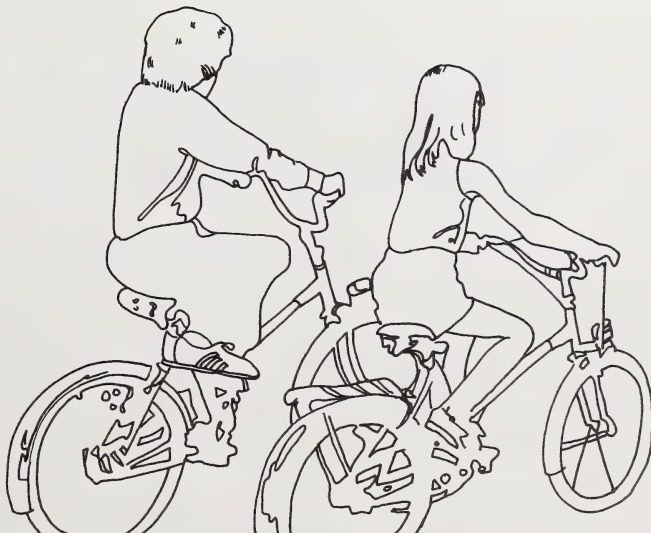
" GREAT DAY "

Take a moment and imagine your perfect day!

- Where are you?....
- What are you doing?....
- Who are you with?....
- How do you feel?....
- What makes the experience perfect?....

Describe the day. Include any sights, sound, colours, or events!

Find a partner and discuss your perfect days. How are days the same? What is different? Why? What did you discover about yourself?



LEADER'S NOTES - ACTIVITY NUMBER TWO

This exercise is similar to Activity Number One. It assists teens to consider what they enjoy about their favourite activity (e.g., being with friends, relaxation, competition). When they compare their poems with the other group members, they can see similar interests and have the opportunity to see the benefits from a variety of activities.

1. Ask participants to individually write a brief poem or song lyric which describes their favorite activity.

Encourage them to tell what they see, hear, smell, taste, and feel. Ask them to give the impression of their enjoyment without saying so outright.

2. Collect the poems and read them out. A display could be made of them.
3. Have the group compare the poems by asking questions such as:
 - What types of enjoyment are expressed by the poems?
 - What things are similar, what things are different?
 - Do the same activities mean different things to different people?
 - Do certain activities have one kind of benefit while others have different benefits?
 - What types of enjoyment are important to you?

" JUST FOR ME "

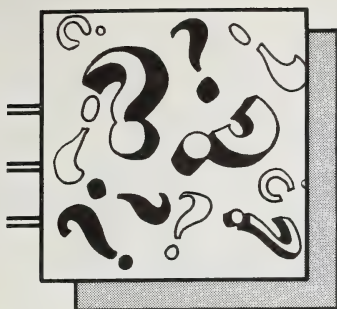
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LEADER'S NOTES - ACTIVITY NUMBER THREE

When teens are able to identify the benefits of different leisure activities, they can begin to decide which benefits are most important to them. This activity examines a variety of leisure benefits. The benefits can be prioritized and discussed by the group members as follows:

1. Provide the "What is Important?" list to each participant and have them number the twenty items in order of importance to them. Another alternative may be for each member to choose the six items that are most important to them and prioritize those items.
2. Have the group members compare their priorities. Some alternatives for discussion are:
 - ° What are some similarities among the group?
 - ° Do any two people have exactly the same priorities?
 - ° What are the two top priorities for each member and are they similar to others?
 - ° How important is being popular and how does that influence your leisure activities?



ACTIVITY NUMBER THREE

" WHAT IS IMPORTANT ? "

What's important to you?

- ☐ To do things with my friends
- ☐ To help others
- ☐ To compete with myself; to get better
- ☐ To do things my way
- ☐ To be physically active
- ☐ To do something risky
- ☐ To be popular
- ☐ To be creative
- ☐ To laugh and enjoy
- ☐ To be with my family
- ☐ To have others pay attention to me
- ☐ To take it easy
- ☐ To be outdoors
- ☐ To try new things
- ☐ To do something different from school
- ☐ To belong to a group
- ☐ To keep busy
- ☐ To be good at what I do
- ☐ To learn more about myself
- ☐ Others _____

Number items in order of importance to you.

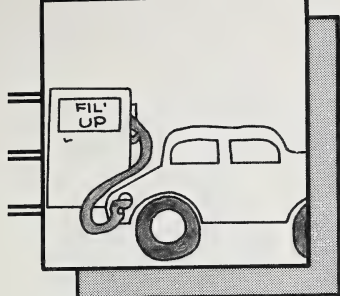
LEADER'S NOTES - ACTIVITY NUMBER FOUR

This activity helps teens recognize that people have a variety of needs which have to be attended to and kept in balance in order to be healthy. Not attending to the needs or having an imbalance may create problems or make a person feel unhappy.

1. Hand out Activity Number Four outline. Explain the outline and have the participants fill in:
 - a) Four essential needs they have to be happy (eg. friends, challenges, etc.).
 - b) Activities which will fill each need (see Activity example).

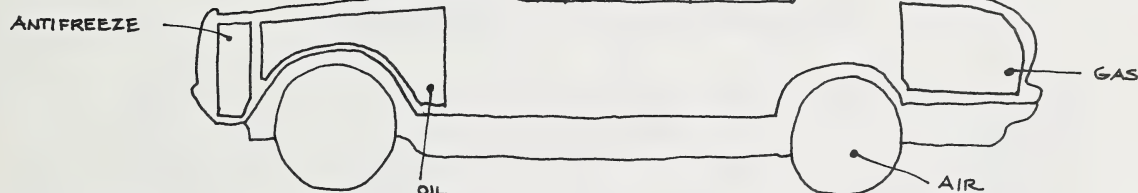
Some other examples might be:

- a) need - challenge
activities - scuba diving, skiing
 - b) need - praise
activities - hockey, running, guitar
 - c) need - friends
activities - school, 4-H, baseball
 - d) need - physical activity
activities - running, swimming
2. Have the participants briefly read out each need and the activities that would fill that need.
 3. Questions for discussion:
 - a) What are some common needs? (Brainstorm some other activities which will meet those needs).
 - b) How important is it to have a balance of activities?



ACTIVITY NUMBER FOUR

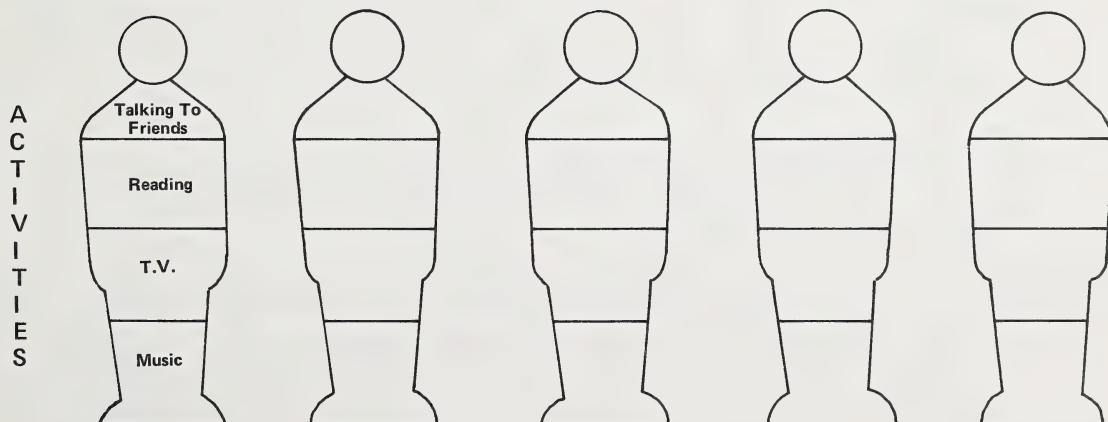
" THE HAPPINESS CONTAINERS "



In the same way that a car needs gas, oil, and antifreeze, people have a number of needs like friends, challenges, relaxation, and praise to function well. Like cars, we need proper maintenance and attention to be healthy and operate well.

Consider four essential needs you have to be happy (there are no wrong answers). Think of these needs as containers. List some activities above each of these needs which will help you fill the containers and make you feel happy. See the example below: if one of the needs that makes you feel happy is relaxation - some activities that might help you relax are music, TV, reading, talking to friends.

EXAMPLE



NEEDS eg. Relaxation 1 _____ 2 _____ 3 _____ 4 _____

Are some of your containers still empty?
How could you fill them with new leisure activities?
What happens if they stay empty?

LEADER'S NOTES - ACTIVITY NUMBER FIVE

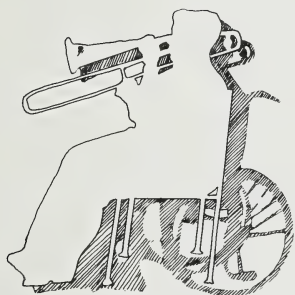
There are times when people pursue only one special leisure activity. There are many benefits in concentrating on one activity but sometimes circumstances such as any injury, lack of money or moving may prevent pursuing that activity. This exercise assists the participants in reviewing the benefits of having a variety of leisure activities and considering alternatives when one activity is not possible.

1. Read the introduction to the outline in Activity Number Five and then have the participants complete the outline.
2. On a flipchart outline three possibilities which might disrupt a leisure activity as identified by one or more of the group members:
 - a) injury;
 - b) not enough money;
 - c) moving.Have the group brainstorm alternative ways of handling those situations and still be happy.
3. Ask if there is anyone who could not think of an alternative to any of their activities and have the group make suggestions.



ACTIVITY NUMBER FIVE

" BALANCING YOUR INTERESTS "



Often we find one leisure activity which is very special to us and helps fill our needs. Because the activity is so enjoyable we focus our interests upon it and forget about developing other enjoyable activities. When circumstances change and we are unable to continue our favourite activity we become unhappy. By planning ahead and understanding what made the activity special we can find new interests which are equally rewarding.

I like _____ because _____.

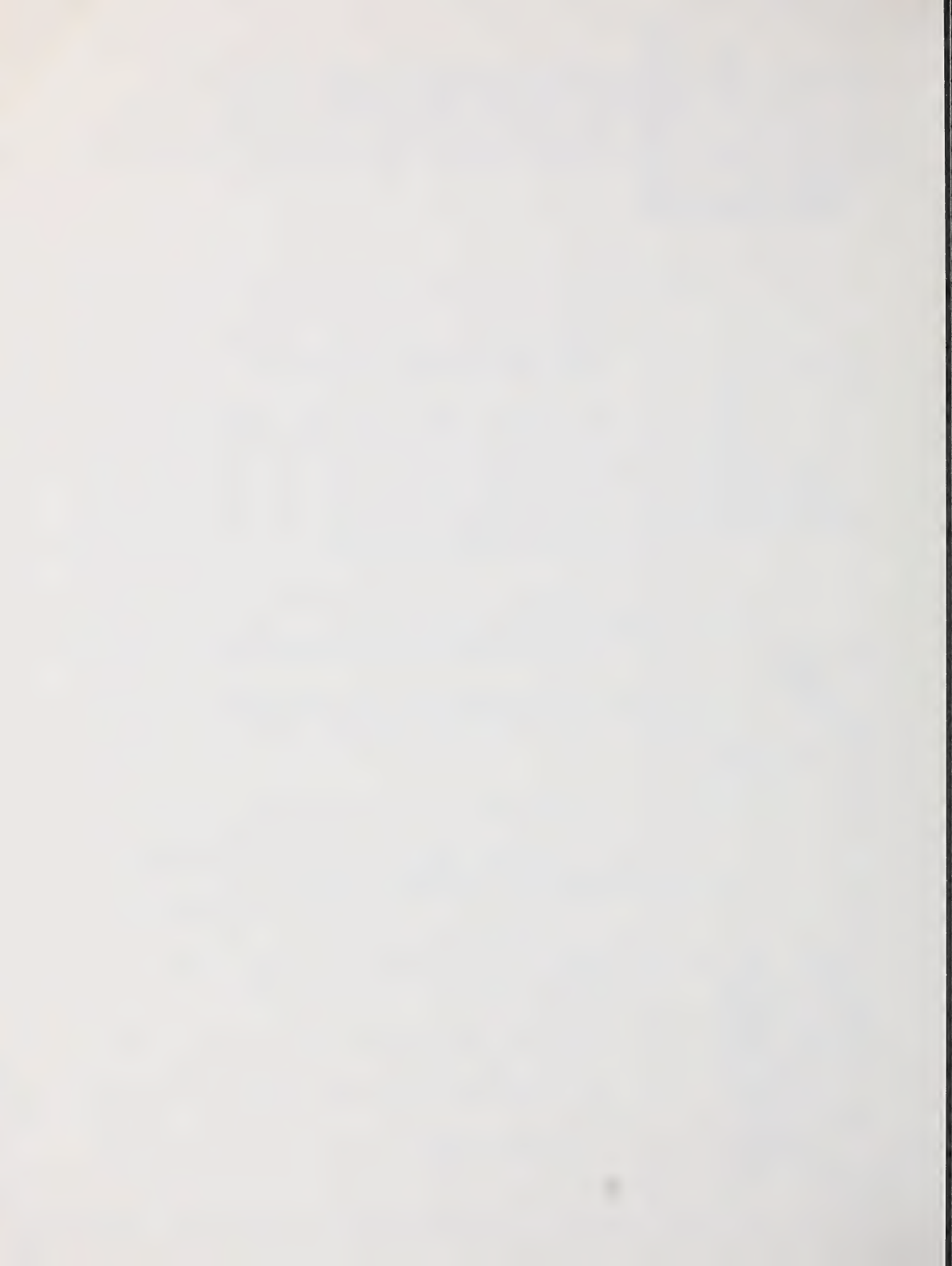
If I was injured or disabled and couldn't continue _____
might give me the same good feelings.

I enjoy _____ because _____.

If I couldn't afford to buy the equipment involved or pay to use facilities, I could _____
and still have a good time.

With my friends I like to _____.

If I moved and left my friends behind, I could _____
and still be happy.



3

" PLANNING...

HOW DO I GET WHAT I WANT "

Objectives:

The participants will be able to:

1. Identify their leisure skills.
2. Describe the benefits of planning activities.
3. Plan a leisure activity.
4. Identify strategies to handle barriers to leisure activities.
5. Identify leisure resources in their community.



LEADER'S NOTES - ACTIVITY NUMBER ONE

Youth often complain that they are bored and that there is nothing to do. They think that the only way to have fun is through some spontaneous activity. This exercise examines the rewards of planning a leisure activity.

1. Hand out the 'Where Am I Going?' outline and have the participants consider a special activity that they planned.
2. Ask the group to individually describe their activities answering the questions on the handout.



ACTIVITY NUMBER ONE

"WHERE AM I GOING?"

Have you ever had an afternoon when you didn't know what to do? Sometimes it is fun not knowing what you are going to do. Other times it is boring or frustrating. Time, energy, and money are often wasted. Although you don't have to plan for everything you do, a plan is often useful.

Remember a time when you wanted to do something special and planned ahead.

One by one, describe the activity you planned.
How did you plan for it?

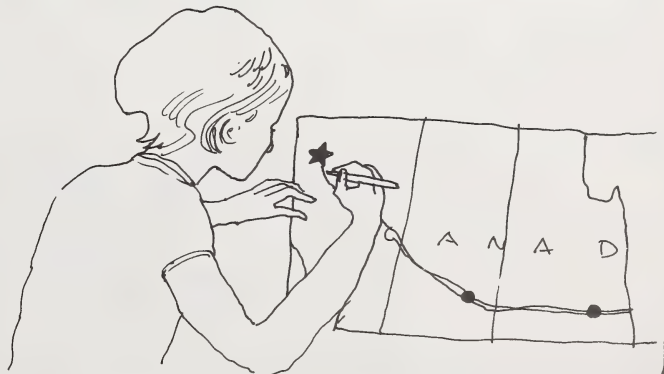
Was your plan successful?

Were there any obstacles in your plan?

Ask the group how you could handle those obstacles?

What are the pay-offs from having a plan?

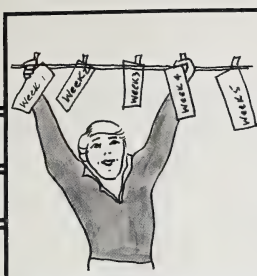
What are the rewards of handling the obstacles?



LEADER'S NOTES - ACTIVITY NUMBER TWO

This exercise provides the participants an opportunity to practise making a plan for a leisure activity.

1. Begin by helping the participants to understand the steps involved in planning an activity by reading through the Activity Number Two outline. Highlight the five steps involved in setting a plan and the activities in each step.
2. Give the participants the "Making Your Time Line" outline and have them individually complete it.
3. As a large group or in groups of three, have the participants read through their Activity Planning. Have the remainder of the group act as "troubleshooters" who will provide feedback to each plan identifying its strengths and things that may have been missed.



ACTIVITY NUMBER TWO

" MAKING YOUR TIME LINE "

There are many activities that are interesting. Let's take a look at an activity that is interesting to you but that you have not done before - going to a concert, an N.H.L. game, taking a trip. Now, develop a plan for that activity. Review the examples of a time line below and then fill out an outline (on the next page) for your plan.

ACTIVITY PLAN

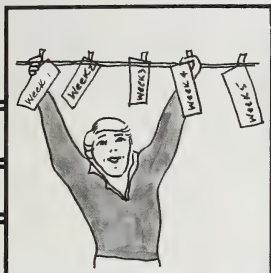
1 SET GOAL	<ul style="list-style-type: none"> • What do I want to do? _____ • What is the best thing that could happen to me from doing it? _____ • What is the least result I'll be happy with? _____
2 BRAINSTORM	<ul style="list-style-type: none"> • List everything you will have to find out or do to carry out your plan? Consider who and what are involved - make your list detailed.
3 SET PRIORITIES	<ul style="list-style-type: none"> • Put checkmarks beside the items listed above that are essential to carrying out your plan. Place X's beside non-essential items. • Number the items that you have to do first.
4 SET TIME LIMIT	<ul style="list-style-type: none"> • Check your plan - is it complete? • Put your plan on a time line (on the next page). See example below.

PLANNING A TIME LINE

May	May & June	June	June 24	July 10	July 16	July 18-20
Decide where to go & who with & how much	Find out how I can get there & where campsites are	Borrow required equipment	Make train reservations and buy tickets	Pack & check equipment	Arrange ride to station & transport to campsite	Camping trip
Collect info. on various National Parks & activities	Save \$ for trip					

AFTER THE ACTIVITY

5 EVALUATION	<ul style="list-style-type: none"> • Was the project successful? Could better planning have improved the project? • What did you learn about yourself?
---------------------	--



" MAKING YOUR TIME LINE "

ACTIVITY PLAN

1 SET GOAL	<ul style="list-style-type: none"> •What do I want to do? _____ •What is the best thing that could happen to me from doing it? _____ •What is the least result I'll be happy with? _____
2 BRAINSTORM	<ul style="list-style-type: none"> •List everything you will have to find out or do to carry out your plan? Consider who and what are involved - make your list detailed.
3 SET PRIORITIES	<ul style="list-style-type: none"> •Put checkmarks beside the items listed above that are essential to carrying out your plan. Place X's beside non-essential items. •Number the items that you have to do first.
4 SET TIME LIMIT	<ul style="list-style-type: none"> •Check your plan - is it complete? Put your plan on a time line below.

PLANNING A TIME LINE

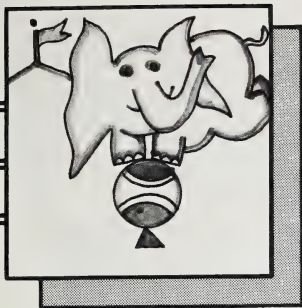
AFTER THE ACTIVITY

5 EVALUATION	<ul style="list-style-type: none"> •Was the project successful? •Could better planning have improved the project? •What did you learn about yourself?
---------------------	--

LEADER'S NOTES - ACTIVITY NUMBER THREE

To help the participants examine how to attain a balance of leisure activities that works for them, this exercise examines extremes in activities. Each person finds their extremes and then finds how a balance can be attained.

1. Hand out 'The Balancing Act' and read through the introduction. Then give some examples of extremes in leisure activities shown on the "teeter totters".
2. Ask the participants to identify which extremes fit them and have them fill in what they could do to bring a balance to their leisure activities.
3. Have the participants identify any extremes which may be missed and also give ways to bring a balance to the examples they give.



ACTIVITY NUMBER THREE

" THE BALANCING ACT "

Some people go all out. They don't do things by halves. These extremes may put life a little off balance. However, looking at extremes sometimes helps to attain a balance. On which end of the teeter totter do you find yourself? What could you do to attain a balance?

Spending time alone Doing things with other people

I could _____

Enjoying activities that cost a lot Doing things that don't cost anything

I could _____

Physical activities like sports Passive activities

I could _____

Having interests that depend on specific facilities and equipment Interests which do not require special equipment or facilities

I could _____

Developing interests that are seasonal Having varied interests all year round

I could _____

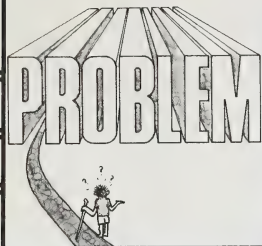
Enjoying activities that require lots of planning Doing things spontaneously

I could _____

LEADER'S NOTES - ACTIVITY NUMBER FOUR

Often people face barriers in getting involved with leisure activities. To examine common obstacles to leisure and the solutions to the obstacles, divide the group into two teams with the following instructions.

1. Team A - Have each member write on a piece of paper one leisure activity they would personally like to try. Put all slips in a container.
2. Team B - Have each member write on a piece of paper one common obstacle to getting involved with a leisure activity. Put all slips in another container.
3. Have one person draw an activity and another draw an obstacle
eg. - activity - go skiing
 - obstacle - no money
4. Have each team separately brainstorm as many solutions as they can in three minutes (have one member record all solutions). After three minutes stop and compare to see which team has the most.
5. Draw another activity and obstacle and brainstorm in separate groups for three minutes and then compare lists.
6. Repeat the process approximately six times and then summarize the exercise. Indicate how quickly people can find solutions to the barriers to leisure activities, that there are many solutions to obstacles, and how creative the solutions are.



ACTIVITY NUMBER FOUR

" I CAN'T DO IT BECAUSE... "

Ever had a good idea about something you'd like to try but couldn't afford it... didn't know how to do it... couldn't find anyone else who was interested...? We often run into obstacles which mess up our plans.

Working in two teams, have each member on Team A write on a slip of paper one leisure activity they would personally like to try. Deposit in a container. Have Team B each write one common obstacle to getting involved with a leisure activity on slips of paper and deposit in another container.

Draw one activity (e.g., skiing) and one obstacle (e.g., no money). Have each team separately brainstorm as many solutions as they can in three minutes. Record them on a list. Then, stop and compare to see which team has the most solutions. Draw another activity and obstacle and brainstorm in separate groups for three minutes, then compare. Repeat this up to six times.



LEADER'S NOTES - ACTIVITY NUMBER FIVE

This activity helps the participants to identify their leisure strengths and how they may use those talents not only to their own benefit but also to attract their peers into their activities.

1. Provide materials for participants to make posters, draw pictures or write. The "On My Own" sheet may be used for that purpose.
2. Ask participants to describe through the medium of their choice their leisure interests and their talents/strengths. Have them consider how they could use their talents to help others develop new leisure skills.
3. Ask each participant to describe their completed project to the remainder of the group. Have them outline:
 - a) what their interests are;
 - b) why they enjoy those activities;
 - c) what their talents are;
 - d) how they think they could use those talents to involve others in their activities.
4. As each participant describes how they would use their talents to involve others in their activities, ask the other group members to add to the list of strategies which would attract others to be involved.
5. Suggest that each group member try the strategies to involve a friend in one of their leisure activities and have them report back to the group at some agreed upon future date.



ACTIVITY NUMBER FIVE

" ON MY OWN... "

Create a collage poster, brochure, poem, piece of music, or picture which describes the things you enjoy doing in your leisure time. Emphasize your strengths... the way you could be a resource to others in helping them develop additional leisure skills.

LEADER'S NOTES - ACTIVITY NUMBER SIX

Teens often complain that there is nothing to do. This activity offers a number of ways in which teens can access leisure activities in their community. One or more of the following activities might be used to have the group find what leisure activities are available to them. As an alternative, the group could be divided with each sub-group being responsible for one project.

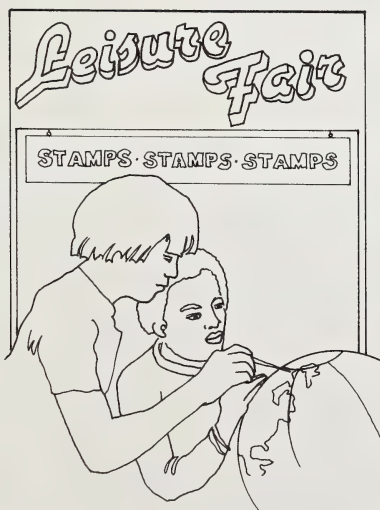
1. Plan a discussion on ways of finding out about leisure opportunities in your community. Challenge the group to learn how to research sources of information rather than providing all the details to them.
2. Develop a bulletin board of activities and have sub-groups be responsible for keeping up-to-date information about particular activities.
3. Develop a file card system of activities and have sub-groups be responsible for updating certain sections of the system and periodically reporting to the group.
4. Use file folders to collect newspaper articles, brochures, etc., for various leisure activities. Collage posters and regular reports to the group would up-date them.
5. Have the group organize a Leisure Fair with different displays, speakers and activities that would involve the participants. The group could invite other teens to participate. This would attract teens to new activities while the group increases their skills in involving others in things they enjoy.
6. Suggest that each group member plan a leisure activity related to their interests and invite the rest of the group to participate in it.
7. Encourage participants to use innovative ways of presenting their update information for bulletin boards or files and for promoting the Leisure Fair. For example they could develop brief skits or draw cartoons to advertise.

ACTIVITY NUMBER SIX

" WHAT'S GOING ON? "

Consider ongoing projects which keep you informed of leisure opportunities.

- Use bulletin boards to collect and promote various leisure opportunities in your community (events, activities, groups...).
- Use file cards and a box to record kinds of activities, ways to learn more about them and resource people who can provide additional information. A more elaborate system could be designed to cross reference with colours (e.g., all sports on red cards, cultural activities on blue cards, etc.), and then file alphabetically. If your local school has access to a simple computer a similar retrieval system with greater detail could be developed. Consider including your local recreation department and other community groups in developing your information system. They too may wish to use it and volunteer assistance might be available to keep it up to date.
- Use file folders to collect newspaper/magazine articles, brochures, leaflets, etc., about varied leisure activities. Construct collage type posters on each of the theme-related file folders to attract interest in using and adding to the folders.
- Sponsor a "Leisure Fair" and invite individuals to discuss, demonstrate, or display information about their leisure interests. Arrange activities that allow participants to try some of the activities. Invite the whole community to join you!
- Have each member of the group plan an activity related to their own leisure interests. Invite the rest of the group to join in the experience.



LEADER'S NOTES - ACTIVITY NUMBER SEVEN

Teens often do not know the steps needed to start a leisure activity. So, when a recreational activity is not made readily available to them, they do not attempt to start it themselves. This exercise helps the participants to examine leisure problems for their age group, the possible alternatives, available resources and the steps in planning a leisure activity.

1. Have the group brainstorm leisure problems experienced by their age group.
2. Divide into smaller groups and have each group develop a plan to handle one of the identified problems through the steps outlined in Activity Number Seven.
3. Be prepared to suggest community resources that the groups might use to assist them in their action plan. For instance:
 - a) Individuals who may have coaching skills for a particular recreational activity identified by the group.
 - b) Service clubs, etc., who might provide leadership or funds to establish activities.
 - c) Municipal or provincial departments who may provide guidelines or funds.
 - d) Recreational departments who may provide leadership or funds.

Consider inviting any resource person who would provide leadership and support to the group or help them develop practical plans to initiate activities.

4. After the groups have completed their plans, have them report them to the remainder of the group. If follow-up sessions are feasible, the groups could report about their progress in implementing the plans. They could also invite any resource people they are using in their plan to talk to the entire group in order for the group to see what resources they have available to assist them in developing leisure activities.

ACTIVITY NUMBER SEVEN

" THE ACTION PLAN "

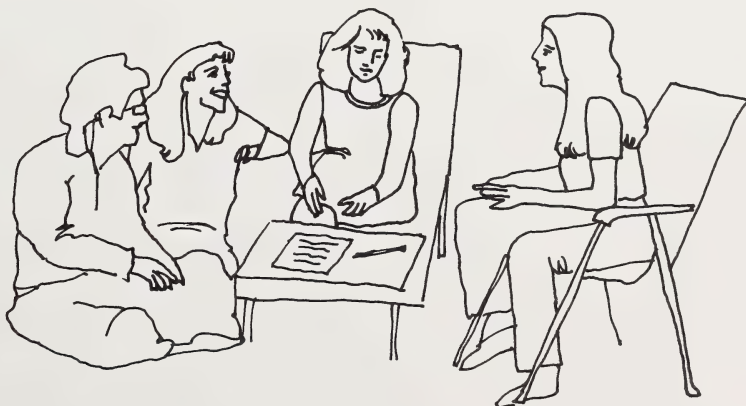
We often blame our community for a lack of leisure opportunities rather than helping to develop activities.

In a large group, brainstorm leisure problems which your age group has in your community.

Break into smaller groups and have each group tackle a problem.

As community planners:

1. Assume anything is possible and list possible alternatives. Anything goes!
2. Choose several solutions which the group or members of the group could actually attain and decide steps of action.
3. Contact people in the community who could give you some information or support which would help start your activity.
4. Get verbal or written commitment from members of the group to put the plan into action.





CREDITS

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Tracking the Good Times...

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AN AGENCY OF THE GOVERNMENT OF ALBERTA